

# Preface

## **Purpose of the Textbook**

*General English for Science and Engineering Students* is a textbook for a three-credit general English course. It promotes the development of the four language skills in a variety of ways throughout one semester and enables learners to proceed smoothly from one lesson to another.

The purpose of this book is to prepare students for ESP courses. Although its design is primarily based on academic topics, it follows an integrated syllabus, covering academic topics, language structures, and reading skills. A needs analysis was run to select proper topics in terms of intended learners' interest, their proficiency level, and the difficulty of the passages. As a result, texts allow the communicative aspects of learning to be fostered and linguistic competence to be developed. Further, the authentic and interesting nature of the reading passages stimulates the expression of ideas in both controlled and free discussions. It follows that the lessons focus on both the process and the product of language learning.

## **Textbook Components**

This book is accompanied by a teacher's manual and an audio CD recorded by a native speaker from which learners can benefit in developing their pronunciation, intonation, and stress. It also includes a vocabulary list to provide students with the opportunity to review all vocabulary items they have learned during the semester. The multimedia CD has been provided in order to incorporate CALL into teaching and facilitate learning as well as fostering learner autonomy.

## **The Lesson Plan**

The book consists of a reading passage and a number of activities in all units, each of which has a central theme. Activities are divided into six parts, as described below:

**Part One:** Each unit starts with some pre-reading questions to enable students to get motivated to read academic passages, each of which presents a topic which constitutes the theme of the whole unit. Each reading passage is followed by reading comprehension activities made up of (1) multiple-choice questions to develop students' reading skills such as skimming, scanning, making inferences, paraphrasing, and finding main ideas; and (2) true/false questions to check students' general understanding of the passages.

**Part Two:** Vocabulary study begins with the presentation of Latin or Greek roots derived from the passage, along with key relevant examples and root-related tests. Next, there is a multiple-choice test measuring students' understanding of the vocabulary items which appear in the text. This part aims at the appropriate use of vocabulary items.

**Part Three:** Idiomatic expressions and collocations are chosen on the basis of each unit's topic and vocabularies followed by an example for each. The idioms given are among the most popular idioms used in daily communication in an American English context. Next, a set of fill-in-the-blank Exercises is designed for the idiomatic expressions and collocations to enhance students' understanding.

**Part Four:** The grammar part of this book aims to cover the most important grammatical points essential for EFL students at this level of study. The selected grammatical points are organized into 14 parts. Each part consists of two stages: presentation and practice. At the presentation stage students have the opportunity to get familiar with a particular grammatical point and at the practice stage they have the chance of measuring their understanding by doing a sequence of activities/tasks.

**Part Five:** This part in each unit centers on a specific aspect of essay writing. The main objective of this part is to familiarize students with the fundamentals of essay writing, especially for academic purposes

and general proficiency exams such as the TOEFL, and IELTS. It helps students master the basic aspects of essay writing practically through tasks. Students are highly encouraged to perform the tasks offered in this part in order to fully consolidate their writing ability.

**Part Six:** In this part, students begin by making predictions about the lecture content based on the earlier activities and topic. After listening to the lecture once and taking notes on the main ideas, they use their notes to answer general questions about the lecture. While listening to the lecture a second time, they focus on understanding supporting details. Then they answer a series of questions that ask for more detailed information. Moreover, the discussion, role play, and speaking exercises provide speaking opportunities that systematically build oral fluency.

**Contributions coming from the authors are as follows:**

M. Alemi: Selection of the texts and pictures, Vocabulary Study, Listening & Speaking, Word List, designing, typing, publishing of the book, providing the audio CD, and instructor's manual

M. Salehi: Reading Comprehension and roots

P. Khosravizadeh: Grammar

A. Hatef: Idioms, Collocations, and Listening & Speaking

**Authors' final note:**

The authors would like to emphasize that the job is not devoid of flaws, so we would highly appreciate it if ELT\_practitioners would send their comments on any aspects of the textbook to the corresponding author: [alemi@sharif.ir](mailto:alemi@sharif.ir)